DOCUMENT RESUME

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ABSTRACT

GRADES OR AGES: Grades 7-10. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four color-coded sections, one for each grade. It is mimeographed and looseleaf-bound with a paper cover. OBJECTIVES AND ACTIVITIES: No objectives are mentioned. Activities listed in each section are organized into thematic units. Although units should be taken in sequence, no other timing or organization of the listed activities is suggested. The emphasis in language study is on variety of usage and the selection of appropriate usage for different situations. INSTRUCTIONAL MATERIALS: Each unit includes a list of materials, mostly print, rather than audiovisual. Some materials are correlated with specific activities; others are simply included in theme-oriented reading lists. STUDENT ASSESSMENT: No mention. (RT)

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LANGUAGE ARTS, 7-10

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Ames Public Schools
Ames, Iowa

For the 1970-71 school year, we offer for your use an exciting new guide for grades 7-10. Students and other members of the community were consulted in order to make our language arts planning relevant. After visiting with various television station personnel, we found channel 11's offerings best correlated with our program. Throughout the school year, you will receive information on upcoming programs approximately one month in advance. The suggested units have few time restraints; you are urged to add materials, activities, units, and comments.

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Notes to Seventh Grade Teachers

GETTING STARTED

The purpose of this unit is to introduce the student to the school in general and the language arts program and his classmates in particular. He should develop a sense of ease in using the school facilities and in relating to his classmates. The term "language arts" should be explained and discussed, since often this is a new term for him. Individual language strengths should be discovered early so that they may be utilized throughout the year. The ground work for basic language skills should be laid in this unit--observing, discussing, listening, and writing skills (such as handwriting, spelling, punctuation, and organization) as well as reading and research skills. Although this unit is broken up into getting acquainted, library, dictionary, spelling, writing, reading and punctuation areas, all of these should be viewed as continuing activities. They do not start and stop, as do most other units. They should be introduced and then explored and developed throughout the year. Mrs. Kegley, our drama specialist, is available to help with any dramatic activities and to suggest interesting dra tic activities. The teacher is encouraged to often read to the class poems and short stories which will be enjoyed by the students. These may be original works of the students or other works of interest. She is also encouraged to have the students write often, to encourage good penmanship by praising it.

One final note, she should feel free to add to this guide, to suggest changes, to make comments, to further develop our resources.

Getting Acquainted: The purpose of this unit is to help the student feel at ease with his classmates, to encourage him to use his strengths, to overcome his weaknesses in oral communication, to help develop a feeling of comradeship.

Activities

1. Go on a comprehensive tour of the building.
2. The teacher should tell the students about herself, how she came to teaching, to Ames, to their school, how she views herself in relation

to them. She should present herself as a fellow human being.

3. Play acquaintence games, mixer games.
4. Discuss what language arts is.
5. Employ group discussion techniques.
6.
7.
8.

Resources

Discovering Your Language, Chapters 1 - 3.

Learning Discussion through Games, Gene and Barbara Stanford.

Library (IMC): The purpose of this unit is to develop ease in using the library in an IMC concept. Most of the students have had extensive practice in using a large library; therefore, a brief orientation will probably be in order.

Activities

1. Go to the library for orientation.
2. Play library games, using material learned in orientation.
3.
4.
5.

Resources

Our Language Today.

Guide to Modern English.

Dictionary: The purpose of this unit is to introduce the types of dictionaries and to develop an understanding of how a dictionary is made. The student should realize that the dictionary changes frequently because it is merely recording how our language is being used here and now.

Activities

1. Go to the IMC to examine the many kinds of dictionaries.

2. Each student or a small group of students makes its own dictionary on some special topic of interest.
3. List and discuss words that have changed, such as comparing slang words of today with those of parents or grandparents.
4. Utilize activities from Understanding Language 4, "Into the Dictionary," and "You Be a Lexicographer."
5. Make a poster illustrating "daffynishuns" from Understanding Language 4.
6.
7.
8.

Resources

Our Language Today, Chapter 11.

Understanding Language 4.

Spelling: The purpose of this unit is to help the student to be a better speller and to realize that correct spelling is an important aspect of communication. While there are certain activities to aid the student in remembering how to spell trouble words, the student must be encouraged to use his dictionary when he needs to use it. An awareness of the sound-letter relationship is the key to good spelling habits. As a continuing project, the student should be encouraged to keep his own list of trouble words and learn to spell them periodically, using techniques suggested in Our Language Today and Guide to Modern English. It is most important that the student develop the skills and techniques suggested because both eighth and ninth grade spelling is based on what he learns in this unit.

Activities

1. Make a poster, spelling one word as many different ways as possible. The basis for this is the "ghoti-words" from Understanding Language 1, p. 26, basing the "kooky" spelling on the chart in Our Language Today, chapter 11, exercise 3.

2. Utilize activities suggested in Understanding Language 1, pp. 26-28.
3. Spot trouble parts of words and make up gimmicks for spelling trouble words.
4. Write a "Fractured English" sentence and illustrate it with a poster or bulletin board display.
5. Make a list of difficult spelling words related to a topic of interest to the student. Learn to spell as many as possible, finding the difficult part of the word and using one of the suggested gimmicks.
6. Have each student tape record his spelling list and listen to it to see if mispronunciation has anything to do with his spelling problem.
7. Use kinesthetic, visual, and auditory imagery to spell trouble-words.
8. Fill in missing letters in skeleton words.
9. Play "Hangman."
10.
11.
12.

Resources

Our Language Today, Chapter 11.

Guide to Modern English, chapter 16.

Understanding Language 1, pp. 26-28.

Writing: Writing throughout the seventh grade should stress clear individual expression through good penmanship, correct spelling, appropriate usage, and clear organization. Although there are only five suggested themes (stories) suggested to be written throughout the year, the student will probably benefit from daily writing experiences, perhaps in journal or diary form; the teacher will also benefit as this will help her keep in touch with the thoughts of her students. Writing in this particular unit should stress also the organization of the narrative.

Activities

1. Keep a journal telling how you feel about what you are doing either in or out of school. This should not be too personal as it may be read by the

teacher or other students.

2. Using techniques developed in lesson 6 of Reading/Writing Workshop A, write a narrative. Have students exchange papers and comment on effectiveness of each. Recopy some themes on transparencies and discuss each, emphasizing good aspects of the theme.

Punctuation and Capitalization: The purpose of this unit is to help the student use correct punctuation in his writing. He should be encouraged to use a handbook when he is in doubt. Various punctuation skills should be stressed throughout the year, as indicated in this guide. In this beginning unit, therefore, end marks and capital letters should be stressed. It is not necessary to stress all capital letters, only those which the student is likely to use in his own writing. He should be made aware of his handbook for help in uncommon cases. After explaining a usage and having the student practice a certain usage, the teacher should introduce a writing assignment that not only utilizes the student's knowledge of that usage but also is an interesting activity, probably directly related to a particular theme assignment.

Reading: Reading class should aid the student in his introduction to the many uses of books and in helping him to individually develop good study habits and skills. He should be encouraged to read on his own level and discuss his reading material with friends. At the beginning of the year good reading habits and their application to study skills may be developed through use in a subject area such as geography. However, time should also be given to individual reading on problems of youngsters coming into a new school and any other problems dealing with early adolesence. Stories should be read and briefly analyzed as having a beginning, a middle, and an end to further emphasize the structure of narrative being studied in writing.

Suggested Readings

Short Stories

"A Man of His Own," Corey Ford, Adventures for You, Companion Series.

"Old Ranger," Mark Hager, Adventures for You .

"The Fight," At Your Own Risk.

"Challenges," At Your Own Risk.

Stories from Forces.

tories from "ME", Thrust.

Stories from "Understanding Yourself," Adventures for Readers.

Stories from Necessities.

Poetry

"Colt in the Pasture," Elizabeth Coatsworth, Adventures for You.

"Hate," Forces.

Novels

Mrs. Mike, Benedict and Nancy Freedman.

No Head for Soccer, Phillip Harkins.

*Time to Quit Running, Hill.

*Grave Allegra, Ken.

All American, Joln Tunis.

Komantcia, Harold Keith.

The Witch of Blackbird Pond, Elizabeth Speare.

Farmer in the Sky, Robert Heinlein.

Francie, Emily Hahn.

Girl in April, Kersten Thowall.

(It is hoped that the teacher will have favorites of her own to suggest and will also solicit favorites from the students to be added to this listing.)

*Books to be evaluated for ISEA are available in the Curriculum Office to be read and discussed in terms of whether or not the student enjoyed it. Is it worthwhile?

Comments

MEDIA INTRODUCTION

The purpose of this unit is to introduce the student to the various media (newspapers, television, radio, magazines, movies, and photography) so that he may realize that information exists in many forms for his use and enjoyment. He should also recognize the limitations as well as the advantages often inherent in any one medium. He should be encouraged to explore the types of media and develop critical standards for evaluating them throughout the year. In the seventh grade there is a special emphasis on the newspaper and photography.

Activities

1. Examine the treatment of a current event as it is presented in the various media. (For example, how would the various media report the development of a new device for waste treatment.)
2. Choose a topic of interest such as sports, read several sports magazines, evaluate them, and explain the reasons for having ranked them as they are.
3. Read "The Lady or the Tiger" and report the incident in all media.
4. Listen to a radio "talk" show and compare with a television "talk" show.
5. Compare and contrast a radio newscast and a television newscast.
6. Play recordings of old radio favorites, especially the mysteries, or comedy stories.
7. Utilize "Making Sense Visually" filmstrip, and tell a story visually, either through the use of camera or pictures from magazines.
8. Prepare a broadcast.
9. Examine various magazines in the IMC or have students bring their favorites and talk about them to the class or in groups.
10. Order free film and examine for purposes made.

11. Watch and discuss good television programs throughout the year.

12. Plan a trip to a newspaper office.

13.

14.

15.

16.

Writing

1. Utilize lesson 7, of Reading/Writing Workshop A, "Recognizing the Order of Events," and "Putting Events in Chronological Order."

2. Write a script for one of the media studied.

3. Publish a newspaper.

4. Write a review of a television program or a movie.

5. Write letters to the editor.

6.

7.

Punctuation: Emphasize commas and capitalization in addresses, dates, titles, and headings.

Reading

1. Television plays and reviews.

2. Radio plays.

3. Magazines about media.

4. Magazines of personal interest.

5. Newspapers - local, weekly, national.

6. Individualized reading in an interest area, or subject area.

7. Individualized help with study skills.

Resources

Television and the Teaching of English, Postman.

Ideas for Teaching English (Mass Media).

Local newspapers.

Metropolitan newspapers.

Free Film Catalogues.

Comments

USAGE

Levels of Usage

The student should recognize that there are levels of usage to be used in various situations. One of the marks of an educated person is his ability to suit the message to his audience, and this will include the level on which he wants to communicate. Colloquial, slang, archaic, illiterate, jargon, obsolete, and standard usage should be introduced and discussed. The emphasis should be on the variety of our language, not on what is "right" and "wrong" usage.

Activities

1. Have a "usage hunt." Listen when people talk. List words and expressions associated with a particular activity or a group of people.
2. Utilize activities suggested in Chapters 7, 8, 9 of the Uses of Language.
3. Discuss taboo language, Understanding Language 2, pp. 25-28.
4. Discuss euphemistic language, Understanding Language 2, pp. 19-24.
5. Utilize activities suggested in "Context and Meaning," Understanding Language 4, pp. 3-8.
6. Write a story using a substandard level of usage.

Reading

Reading should be done using various dialects and reflecting the various levels of usage within our society.

Short Stories

Selections from Cross currents, Challenges, Encounters.

Selections from Mark Twain.

Novels

*A Car Called Camellia, O'Conner.

Poetry

"Common Dust," Cross currents.

"The Cowboy's Lament," At Your Own Risk.

Drama

Resources

Understanding Language 1 and 4. The Uses of Language. Chap. 7, 8, 9.

Comments

Standard Usage

This should be a continuing activity based on levels of usage introduced earlier in the year. Changes in usage habits come about primarily through aural experiences. After the students understand that there are levels of usage, they should be encouraged to observe and practice the various levels within our community.

Perhaps this can be done through game-like techniques. For example, in teaching the use of good and well, the teacher would point out standard usage, both written and spoken, as well as colloquial usage. Then both the students and the teacher would listen for the various levels of usage for good and well, discovering what types of people in our community use these terms in what situations. This could be compared with national newscasters also. Sometime soon thereafter there would be a discussion of what had been heard, trying to draw some conclusion concerning that usage. This could also be done in small groups, with a particular usage being examined by each group and discussed. A closing activity for a particular usage would demonstrate the student's knowledge of colloquial and standard usage, both spoken and written. Usage problems within the community should be emphasized, and these are not necessarily those found in the text.

Another technique that may be employed is making teaching tapes. The student may be assigned to examine and teach a particular usage. He would record his lessons, giving answers to his exercises later on the tape. Other students could listen to these lessons at their convenience. For example, the student would observe and read about the differences between good and well, giving a lesson illustrating standard and colloquial usage. His exercises may have another student distinguish between the two usages.

Although the teacher should emphasize community problems in usage, she should also be concerned with verb tense and pronoun usage, perhaps using some of the same teaching techniques as suggested above.

Activities

1. Write a letter using colloquial language (slang, jargon, or illiterate usage).
2. Make teaching tapes of usage.
3. Exchange a tape of colloquialisms with students from a school in another section of the country.
4.
5.
6.

Reading

Reading should reflect excellent usage, very polished works included.

Resources

Guide to Modern English

Comments

SENTENCE STRUCTURE

The purpose of this unit is to establish a basic working vocabulary to discuss sentence structure, keeping in mind the student's individual needs. The student should realize that our language has a basic order, that this order determines what the sentence says. He should first recognize what a sentence is being able to distinguish between spoken dialogue sentences and written expository sentences. The basic criterion for a sentence is whether or not it "makes sense." That the predicate is the nucleus of a sentence is also an important concept. The terms "noun" and "verb" should not be taught to the class but used if and when the individual need arises.

Activities

1. Make a poster illustrating a sentence that "makes sense" in a silly way, such as "The house runs."
2. Read "Human Relationships" to illustrate the use of time in our language.
3. Utilize activities suggested in Chapter 16 of Discovering Your Language.
4. Use "How Does a Picture Mean?" to illustrate subject, subject-predicate, and subject-predicate-object concept, with camera and/or pictures from magazines.
5. Utilize activities suggested in Chapter 10 of The Uses of Language.
6.
7.
8.

Writing

1. Prepare a booklet to illustrate the verbal and visual illustrations of subject, subject-predicate, and subject-predicate-object sentence structure as an individual activity, using "How Does a Picture Mean" as a basis.
2.
3.
4.

Punctuation and Capitalization

Emphasize the use of the comma with compound sentences, descriptive words, and to prevent misreading. Emphasize capitalization of proper nouns, such as Brookwood Park, and specific names.

Reading

Individualized reading may include works which has excellent examples of good sentence structure, especially variety, but these are to be merely observed by the students, not discussed in class.

Resources

Discovering Your Language, Chapters 15, 16, 17, 18.

The Uses of Language, Chapter 10, 11.

Our Language Today, Chapters 3 and 4.

Comments

COMEDY

If we are going to survive the many deep-set hostilitites present in our society, we must develop acceptable modes of expressing our aggression--laughter may save us yet. We must learn to laugh at ourselves, at others, and for the sheer pleasure of sharing laughter with others. (The class that laughs together, learns together.) This perhaps will be best accomplished through a study of ethnic humor, situation comedy, and slapstick. There seems to be a positive psychological effect created among people who have shared a good belly-laugh, a deep-seated "I'm okay--You're okay" feeling. We may want to talk about why we laugh in general, and why we laugh at certain things in particular.

Activities

1. Listen to records having ethnic humor, such as recordings of Flip Wilson, Bill Cosby, Will Rogers, Alan King, Moms Mabley, and others.
2. Watch situation comedy programs and talk about stock characters.
3. Watch the "old slapstick" movies such as Laurel and Hardy, Charlie Chapman.
4. Watch some expert pantomime.
5. Read a humorous book or short story.
6. Dramatize a humorous play or a section from the humorous novel or short story.
7. Tell a funny story, or a joke.
8. Make a notebook of jokes, or make a bulletin board of jokes.
9. Draw funny cartoons.

Writing

Utilize lesson 10 of Reading/Writing Workshop A by writing a humorous narrative based on conflict.

Reading

Encourage individual reading of humorous pieces of work, drama, poetry, short stories, novels.

Short Stories, Selections from "Laughs & Chuckles," Adventures for Readers.

"That's What Happened to Me," Challenges.

"The Night the Ghost Got In," Encounters.

"My Financial Career," Forces.

Drama

Out on a Limerick, Bennett Cerf, Harper, 1960.

"The Moon Is Shining Bright as Day, Ogden Nash, Lippincott, 1953.

A Nonsense Anthology, Carolyn Wells, Dover, 1958.

"Humor," Cross currents.

Novels

Comments

BEING "IN"-NOT "OUT"

Most people, adults and children, have a natural desire to be part of a group. The students should be helped to realize this natural human trait and to develop personal techniques for dealing with its success as well as the failure to achieve this goal. There are many problems to be solved in exploring the area: What does being "in" mean exactly? socially? psychologically? materially? scholastically? Why are some people "out"? Have they always been out? Will they always be out? Is it part of human nature to have someone always out?

These problems are at the core of many good stories of alienation. The loneliness of people is also a common theme--the reaching out of all men toward other men. The purpose of this unit is to make the student aware that the desire to ward off loneliness by being "in" is part of human nature and that we MUST help each other with our problems.

Activities

1. Discuss what loneliness is. Can you be alone without being lonely?
2. Discuss examples the students have observed of loneliness.
3. Read and discuss stories concerned with various types of loneliness and how this problem was met.
4. Dramatize a situation of loneliness, emphasizing how to recognize loneliness in others.
5. Tell about a personal situation involving loneliness.
6.
7.
8.

Writing

Utilize lesson 9 in Reading/Writing Workshop A, by having the students write a narrative revealing character, perhaps involving loneliness.

Punctuation

Emphasize the use of quotation marks and italics.

Reading

Reading should emphasize works concerned with alienation and loneliness. Looking for clues which reveal character traits within the work will also be helpful.

Short Stories

Selections from Pressure, Consequences, Thrust, Encounters, I've Got a Name.

Poetry

"Johnny," Crosscurrents.

"Primer Lesson," Challenges.

"Do You Fear the Wind?" Challenges.

"Dreams," Encounters.

Novels

Watch for a Tall White Sail, Bell.

Junior Miss, Benson.

Going on Sixteen, Cavanna.

The Popular Crowd, Emery.

Ready or Not, Stolz.

Who Wants Music on Monday, Stolz.

Cress Delahanty, West.

Sparrow Lake, York.

Henry Three, Krumgold.

Dorp Dead, Cunningham.

It's Like This Cat, Neville.

*Nancy and her Johnny-O, Bradbury.

*Runaway Girl, Armer.

All-Pro Quarterback, Dick Friendlich, West Minster, 1963.

Full-Court Press, Dick Friendlich, West Minster, 1963.

To Head for Soccer, Philip Harkins, Morrow, 1964.

Powerhouse Five, William Heuman, Dodd, 1963.

Breakaway Back, Nelson A. Hutto, Harper 1963.

Go, Team, Go! John Tunis, Morrow, 1954.

Yea! Wildcats, John Tunis, Harcourt, 1944.

Far Voice Calling, Margaret Adair, Doubleday, 1964.

The Faraway Lurs, Harry Behn, World Pub., 1963.

The Far-off Land, Rebecca Caudill, Viking, 1964.

Spy in Old Detroit, Anne Emery, Rand McNally, 1963.

Across Five Aprils, Irene Hunt, Follett, 1964.

Komantcia, Harold Keith, Crowell, 1965.

Rifles For Watie, Harold Heith, Crowell, 1957.

A Walk in the Moonlight, Eve Bennett, Messner, 1959.

There Is A Tide, Elspeth Bragdon, Viking, 1964.

Sorority Girl, Anne Emery, West Minster, 1952.

The Loner, Ester Wier, McKay, 1963.

Comments

THE WEIRD AND THE WAY OUT

The work of the imagination is the primary theme of this unit. Stories, poems, songs, plays, and novels may be used as examples of an individual author's imagination. Myths and legends may be used as examples of a "collective imagination." Differences in their techniques may be pointed out, keeping always in mind that we are to encourage the student to use his own imagination and stimulate his interest in expressing his imaginative experiences.

Science Fiction and the Occult and Fantastic

Activities

1. Have students tell the class about some occult experience that happened to someone he has known personally.
2. Have student tape himself telling of an occult experience that has happened to him. Have students listen at their leisure.
3. Individual reading. (See reading list.)
4. Write or produce a play, perhaps "The Monsters are Due on Maple Street."
5. Listen to ghost story record.
6. The teacher may want to read "The Raven" aloud to the class and discuss supernatural elements and techniques of suspense.
7. Have students tape their reading of an occult poem with musical accompaniment. Other students will listen at their leisure and comment on the effectiveness of the selection.
8. Watch science fiction or fantastic movies on television.
9. Write a poem.
10. Make a model or drawing of a city of the future, explaining why your changes were made.
11. Make sketches or models of clothing of the future, explaining what is different and why. A fashion show may grow out of this.

12. Encourage and explain horoscope reading and/or phrenology.

13. Explain the song and play "The Age of Aquarius."

14. Play (?) with a Ouija board and tarrot cards.

15. Bring in a fortune teller (?) to tell fortunes.

16. Go to public library to get science fiction and fantastic books.

Writing

Utilize lesson 8 in Reading/Writing Workshop A by having the students write a fantastic narrative using details.

Reading

Short Stories

"The Murder at 7 Rue de M_____", John Steinbeck.

"February 1999! Ylla," Martian Chronicals, Ray Bradbury.

"All Summer in a Day," Thrust, Ray Bradbury.

"The Interlopers," Exploring Life Through Literature, Saki.

"The Gift," Adventures in Reading, Ray Bradbury.

Collections of short stories from the students' own libraries.

Selections from Strangest of All and Stranger than Science, by Frank Edwards.

Selections from Edgar Allen Poe.

Selections from Unknown Worlds.

"The Town Where No One Got Off," Forces.

*Orbit 7, (Collection) ed. Damon Knight.

Poetry

"Univac to Univac," Louis B. Salomon, Some Haystacks Don't Even Have Any Needles.

"Southbound on the Freeway," Reflections on a Gift of Watermelon Pickle.

"Molly Means," Crosscurrents.

"House Fear," Encounters.

"The Bicycle," Haystack.

Drama

"The Monsters Are Due on Maple Street," Thrust.

The Insect Play.

"Sorry, Wrong Number," Challenges.

"In the Fog," Forces.

"The Story Machine," Plays, May, 1970.

Novels

Journey to the Center of the Earth, Jules Verne.

The Time Machine, H. G. Wells.

Dracula, B. Stoker.

Fahrenheit 451, R. Bradbury.

*The World Shuffler, Keith Laumer.

*The American Witch, J. J. MacNess.

*White Witch of Kynance, alhoun.

Fantastic Voyage, Isaac Asimov.

Animal Farm, G. Orwell.

Ordeal by Fire, Anne Wahle and Roul Funley.

The Day of the Triffids.

Famous Ghost Stories, Bennett Cerf.

Comic Books.

Collections from the students' own libraries.

Dolphin Island, Clark, Holt, 1963.

Outpost of Jupiter, Lester del Rey, Holt, 1963.

The X-Factor, Andre Norton, World Pub., 1965.

*The Girl Who Knew Tomorrow, Zoa Sherburne, Morrow Junior Books.

Comparative Mythology: Folk Tales

This is a continuing unit to be taught in conjunction with world geography. As the students study various countries, they should study that country's folk literature. Again, the purpose of the unit is to help the student appreciate another people through studying their imaginative literature. Since this type of literature was developed in an oral tradition, synthesizing the collective imaginative experiences of that people, an appreciation of this genre may be best developed through speaking, listening, and observation techniques, rather than reading and writing techniques. Emphasis should be placed on the kind of life the people lived which would produce a particular kind of story, what happened in the real world to help explain why the particular tale evolved, what were (or are) the values of the people as exemplified in the hero. The countries covered are North America, Europe, Australia, Southeast Asia, USSR, South America, and Africa.

Activities

1. Utilize talents of dramatics specialist in telling folk tales.
2. Invite students from the Interpretive Reading class at ISU to tell folk tales.
3. Encourage the students to find folk tales from a country to tell to the other students, either in class or on tape.

Resources

May Hill Arbuthnot, Children and Books, Scott Foresman. An excellent guide to teaching folk tales, giving good suggestions about what to do and what not to do.

Myths of the World, Padraic Colum, Macmillan, 1930.

Myths and Legends of All Nations, H. S. Robinson, Garden City Books, 1960.

Books and the Teenage Reader, G. R. Carlsen, Bantam.

Reading: Read novels and stories about young people in other lands.

Comments

PLEASE FILL IN THE BLANKS

(Sometime during the year the teacher and students together should develop a unit of work built on the interests of the students.) See appendix. The purpose of this unit is to

Activities

1.

2.

3.

4.

5.

Writing

Reading

Short Stories

Poems

Drama

Novels

Resources

Comments

Suggested Reading List to Be Used in Conjunction with Geography

North America

United States

Poetry

"Dream Variation," Crosscurrents
"I, Too, Sing America," Challenges
"Western Wagon," At Your Own Risk

Short Stories

"The Fight," At Your Own Risk
Selections from Crosscurrents, Challenges, Encounters
"Two Were Left," At Your Own Risk

Novels

* I Play to Win, Mikita (Canada)
* Glacier Tracks, Tallcott (North America)
* Gone to Texas, Wormser (West US)
* Each Other's Victims, Travers (Drugs US)
* Everglades Adventure, Johnson (US)
* Little Dickens, Jaguar Cub, Beebe (Mexico)

Europe

More than Courage, Baudouy (France)
The Ark, Benary-Isbert, (Germany)
The Big Loop, Bishop (France)
Ring the Judas Bell, Forman (Greece)
Francie, Hahn (England)
As a May Morning, Hogarth (England)
First the Lightning, Knight (Italy)
Annuzza, A Girl of Romania (Romania) Seuberlich
Miriam, Somerfelt, (Norway)
Girl in April, Thorvall (Sweden)
Shadow of a Bull, Wojciechowska, (Spain)
*In the Morning of Time, King
"The Waste Land," Forces
"The Sniper," Forces
"The Tinker of Toledo," Larger than Life (Drama)
*In Darkness, Bourgeon (French)
*The Quest of the Painted Cave, Mantle, (French)

Africa

"Kintu," At Your Own Risk
Jamie, Bennett, (South Africa)
Fofana, Guillot, (African-French)
Born Free, Adamson
*John Brown Russwurm, Sagarin

South America

Santiago, Clark (Central America)
"A Bargain's a Bargain," Crosscurrents

Southeast Asia (Asia in general)

East to Freedom, Fukei (Northern China)
To Beat a Tiger, Lewis
Flowers of Hiroshima, Morris
Old Mali and the Boy, Sherman
"The Dinner Party," At Your Own Risk
"Law of the Grazing Fields," At Your Own Risk
"The Piece of Straw," Larger than Life
"A Spouse for Susie Mouse," Plays (April 1970) Korean Folk Tale (May be presented to the lower grades?)

USSR

Tales by Alcheiman, Sholon
"Brass Knuckles," Challenges
"Cemetary Path," At Your Own Risk

Australia

*A Walk to the Hills of the Dreamtime, Marshall

General World

*The Rock, Masters
*That Untraveled World, Shipton
*The Albatross, Armstrong

Notes to Eighth Grade Teachers

The language arts program is generally directed toward preparing the student to learn throughout his life by opening doors to topics which he will enjoy investigating. In addition, a principal goal is developing concern for understanding and being understood. The program must involve skills of observing, speaking, listening, demonstrating, reading, and writing. The thematic units on survival and loyalty are opportunities for language arts skills to be integrated as the student explores the theme and for student interest to be capitalized on. Student-teacher planning will be valuable here. The units are briefly described in terms of general objectives and basic emphasis. After the definition of the unit are a list of suggested activities and a list of suggested materials. No unit is to be considered complete; no selections or activities are to be considered required. You are urged to write in additional selections and activities as this is a working guide to be constantly reused. In fact, at nine-week intervals meetings for discussion of revision will take place. If there are additional units you feel would be valuable, please write them in. The eighth grade program contains considerable emphasis on dramatics for which Mrs. Nancy Kegley will be available as a specialist through the curriculum office. Units should not be isolated from one another; ideally, skills emphasized in one unit will be reinforced in succeeding units. Since many eighth grade units are new this year, it is suggested that you investigate films and other materials which would be useful in these units. Finally, the eighth grade program as presented here is not to be considered sequential. You are urged to arrange the units in whatever order you feel best suits the needs and interests of your students at given times in the year; however, the unit on loyalty is suggested as the first unit because of its emphasis on discussion, skills which can then be applied to units throughout the year.

Thematic Unit: Loyalty - 8

The thematic unit on loyalty is intended for students to define loyalty as it applies to the family, the school, the nation, as well as to one's values, and one's friends. Emphasis in this unit is on discussion skills of listening and speaking. The student is guided to observe various attitudes toward loyalty and to recognize treatment of this quality in various types of literature. He should be given many opportunities to listen to attitudes of his classmates and to communicate his attitudes to them in class discussion. In addition, this unit should provide the student with the understanding that literature deals with problems which they may encounter themselves. They also should become aware that characters in literature are motivated by forces similar to those which motivate people in life.

Suggested Activities

1. Design a bulletin board showing such pictures as a dog and his master, a section of spectators cheering at a game, a soldier receiving a medal to be used as a springboard for a discussion of what the word loyalty means or what it suggests to us.
2. Discuss statements which people use to prove their loyalty or to test another's loyalty.
3. Provide students with situations dealing with loyalty and ask them to discuss reasonable solutions to the problems involved.
4. Students demonstrate loyalty via a medium of their choice (perhaps with aid of the art teacher). This might involve the use of symbols of loyalty or situations involving loyalty.
5. Discuss characters in short stories in terms of motivation.
6. Provide students with a list of books dealing with loyalty problems from which they choose one to read. Perhaps individual or small group conferences might be held based on this reading.

7. Organize round table discussions on individual reading on this theme. This kind of discussion can be organized around the following general questions:

   a. What were the situations in your book that related to loyalty?

   b. What reaction did the character have to the situation?

   c. What new ideas did you gain about this theme in human life?

   d. In what ways were the ideas in your book similar to shorter selections in this unit?

8.

9.

10.

Suggested Materials

Short stories

"The Scarlet Ibis" by James Harst in Insights: Themes in Literature Series.

"Three Who Went Looking for Death," adapted from Chaucer's "Pardoner's Tale" by Elizabeth.

Wice in Loyalties (Scope-Literature Series).

"Just Try to Forget" by Nathaniel Benchley.

"Show Business Was My Home" by Sammy Davis, Jr.

"The Upturned Face" by Stephen Crane.

"The Man Without a Country" by Edward Everett Hale.

"On Guard" by Diane Ward.

"A Question of Blood" by Ernest Haycox.

Songs

"The Great Mandella" sung by Peter, Paul, and Mary.

Poems

"Drums" by Peter LaFarge in Loyalties.

Novels

Johnny Tremain by Esther Forbes.

White Falcon by Elliot Arnold.

A Light in the Forest by Conrad Richter.

Across Five Aprils by Irene Hunt.

April Morning by Howard Fast.

Lilies of the Field by William Barrett.

Rifles for Watie by Harold Keith.

Burma Rifles by Frank Bonham.

To Beat a Tiger by Elizabeth Lewis.

Spy in Old Detroit by Anne Emery.

The dramatics unit is directed toward developing ability to read with expression. The students must be urged to pay close attention to the information and clues provided by the playwright and to use his imagination. Of great importance is helping the student overcome his inhibition and encouraging him to allow himself to be the character he portrays. He must be urged to imagine what the character is like and to assume that personality as the play is enacted. Choral reading, pantomime, and creative dramatics can be beneficial for this unit. The experience of creating a dramatic adaptation of a short story is appropriate here. It is important that while the student experiences being a performer, he also learns to be a polite and appreciative member of an audience.

Suggested Activities

1. Students work together to adapt a short story into a play.
2. Students write dialogue that might be taking place in a picture.
3. Students enact plays or scenes from plays.

Suggested Materials

"Androcles and the Lion" by George Bernard Shaw in Introduction to Drama.

"The Valiant" by Robert Middlemass.

"The Devil and Daniel Webster" by Stephen Vincent Benet.

"The Sire de Maltroit's Door" by Robert Lewis Stevenson.

"The Happy Journey to Trenton and Cambden" by Thornton Wilder.

"My Client Curley" by Norman Corivin in Introduction to Drama.

Folklore, including folk music, voices the qualities of a land and the life of its people. Since much of American folklore is sung, this unit is largely devoted to listening to American folk music from pioneer days to the present. The student is encouraged to participate with musical instruments and singing. Americans are borrowers: the student is guided to observe that a considerable portion of American folklore is adapted from our European, Asian, and African ancestry. Along with the theme of "the American Borrower," some consideration is given to language borrowing. Dialect is also an appropriate topic. Finally is discussion of the American tendencies to assume that other cultures value what we value and to superimpose American culture and values on others.

Suggested Activities

1. Provide opportunities for students to tell family tales.
2. Ask a good story teller to tell a tale to the group.
3. Students look up folklore of their nationality and tell one tale to the class.
4. Students listen to "The Legend of Sleepy Hollow" read by the teacher.
5. Students read Thurber's adaptations of tales.
6. Students take legendary characters like Davy Crockett, Daniel Boone or Jesse James and compare ballads about them to the facts.
7. Students look at songs or stories adapted from other cultures and compare them to the American version (ex. "Billy Boy" and "Barbara Allen").
8. Invite high school students to perform folk music.
9. Discuss trends of popular instruments through the years.

Suggested Materials

1. Ballads, Blues & the Big Beat by Donald Myras.
2. Hear America Singing by William Attaway.
3. Selections from such folk singers as Ledbelly, Woody Guthrie, Hank Williams, Johnny Cash, Mahalia Jackson, Buffy Sainte-Marie and Bob Dylan, Joan Baez.

4. The Story of the American Folk Song by Russell Ames.

5. Understanding Language 1, "Charms to Charm You"
in At Your Own Risk (Holt).

"Hammerman" by Adriea Stoutenburg.

"John Henry".

"Mike Fink".

Larger Than Life (Holt).

"Folklore Research," a film from U. of Iowa (U-4149).

"The Little Girl and the Wolf," "The Princess and the Tin Box," and
"The Tiger Who Would Be King" by James Thurber.

Comments

The descriptive writing unit is directed toward helping students observe carefully what they see and record these observations to convey an impression to the reader. Ideally, this should be a continuing unit permeating all other units of study. Emphasis is on specificity, selection of details, usage appropriate for a given audience, and use of imagination in written expression. The ineffectiveness of cliches and the value of a thesaurus are appropriate emphases at this level. Review of punctuation and usage is added as the need arises; particular problems which may arise include punctuation of appositives and words and phrases in a series. Standard usage of modifiers is to be considered as it relates to student writing. The importance of revision is of great importance as the student must develop the habit and skill of critically reading what he has written and recognizing ways to improve it.

Suggested Activities

1. Play verb charades. Divide the class into teams. Hand out cards with verbs (such as shrug, lope, wring, saunter, smirk, flutter, peep, shave, snip, paint, steal, bake, finch, munch, guzzle.) The verbs should be acted out so that their meaning may be conveyed by an appropriate gesture or activity. The members of the team must infer the word being enacted.
2. Students describe a painting to someone who has never seen it; they must state the dominant impression and then reinforce that impression with logical and detailed description.
3. Give students a general record like noise. As a class project, make a list of specific words to replace it.
4. Provide students with beginnings of narratives which they complete incorporating description with the narrative.
5. Show students a cartoon containing a caricature. Discuss how people most easily remember the most obvious features of others and how a caricaturist exaggerates them.

6. Students find a drawn caricature and describe the person in a short written caricature.
7. Students discuss a description of Ichabad Crane as a written caricature.
8.
9.
10.

Suggested Materials

"The Fish" by Elizabeth Bishop.

"The World at My Fingertips" by Reading/Writing Workshop 8.

Comments

A description of the basic sentence and knowledge of the four form classes (nouns, verbs, adjectives, and adverbs) are the principal goals of this unit. Through study of basic sentence patterns, the student recognizes that the English language is a language largely dependent upon word order. The student is made aware that the English language is constantly changing and that consequently no system of describing the language will be flawless. Through study of the sentence, the student should be guided toward sensitivity to basic sentence errors of run-ons and incomplete sentences in his own writing. The study of grammar should be based on sentences which the student himself has composed. Composition skills can also be emphasized in this unit with particular emphasis on sentence structure and clarity. Students might be encouraged to read aloud what they have written to help them recognize faulty structure. Subject-verb agreement should be stressed when needed in this unit.

Suggested Activities

1. Select some saying, quotation, or proverb or make up a sentence on any subject. Break the sentence into a succession of words and write these on cards. Shuffle cards and ask students to put the sentence together.
2. Students make notebooks illustrating basic sentence patterns through visual aids such as photographs or original drawings.
3. Provide students with sentences with words left out and ask them to fill in words. Discuss how they know what kinds of words would make sense.
4. Provide students with eight words, two from each form-class. Students see how many sentences they can construct by putting words in particular patterns.
5. Provide students with a list of words from a form class and ask students to change words to another form class (ex. verbs to nouns)
6.
7.

Suggested Materials

Our Language Today 8

Guide to Modern English 8

References for the Teacher

Discovering Your Language (Holt)

Exploring Your Language (Holt)

Comments

Thematic Unit: Survival - 8

The will to survive is one of the strongest impulses in living things. It may lead men - as well as animals - to kill in self-defense. Yet, frequently human beings disregard their own welfare to help others. Subtle instances of survival problems are important for this unit as well as the more readily apparent physical survival. The student is confronted with the problem of the child who has been given everything and his problem of survival in a world that does not give and the problem of the individual person surviving in an impersonal society. Through exploration of this theme in literature the student may be led to recognize conflict in literature and in life between man and nature, man and society, man and man, and finally man and himself. In addition, emphasis is to be placed on character development. Skills to be emphasized in this unit include using research skills, especially the Reader's Guide to Periodical Literature, in conjunction with discussion and composition on environmental problems. Also, organization of the essay, especially the development of a good beginning, body and forceful conclusion and the importance of narrowing a topic merit emphasis. Experience in describing a setting or a character directed toward conveying a single impression is appropriate with selections in this unit.

Suggested Activities

1. Discuss questions like the following in relation to selections read:
   a. Is determination a more important element in survival than physical strength or skill?
   b. What are three or four most important things a person can do to prepare himself to survive danger and hardships?
   c. If you were going to be one of the first colonizers on the moon and could choose three characters from this unit as your companions, which one would you choose?
2. Help students to do research in the IMC on specific problems of pollution as it relates to man's chances for survival. Emphasize how to use the

Reader's Guide to Periodical Literature, how to take notes on information, and how to write a brief report from the notes so that the report fulfills a particular purpose.

3. Students write a description of a scene or a character from a reading selection so that they create a single impression.
4. Students choose a novel from a list of selections dealing with the theme of survival for individual reading.
5. The student demonstrates the survival he has observed in his individual reading.
6. Organize group discussions in which students discuss survival as it relates to the individual reading selections.
7. Students write an explanation of survival in the individual reading.
8. Provide students with pictures or other art forms which demonstrate survival. Students then describe what they see with particular attention to organization of the description.
9.
10.
11.

Suggested Materials

Short selections

"Twenty-five Minutes to Live" by Johnny Hartman in At Your Own Risk.

"To Build a Fire" by Jack London in Introduction to the Short Story.

"Leiningen Versus the Ants" by Carl Stephenson.

"The Veldt" by Ray Bradbury in Encounters: Themes in Literature Series.

"We Ain't Poor, Just Broke" by Dick Gregory in I've Got a Name (Holt Impact).

"Essays"from Population/Resources/Environment by Paul Ehrlich.

Poetry

"Upstream" by Carl Sandburg.

"Mother to Son" by Langston Hughes.

Reading/Writing Workshop 8, Lesson 2

Novels and Nonfiction

Annapurma by Maurice Herzog.

Big Red by Jim Kjelgaard.

The Bronze Bow by Elizabeth Speare.

Bull of the Sea by Mary Renault.

The Call of the Wild by Jack London.

Death Be Not Proud by John Gunther.

The Diary of a Young Girl by Anne Frank.

Escape by Sigurd Senje.

Escape from Warsaw by Ian Serraillier.

Island of the Angels by Leonard Wibberly.

Island of the Blue Dolphins by Scott O'Dell.

The Little Fishes by Eric Haugaard.

The Loner by Esther Weir.

The Long Escape by Irving Werstein.

Meet the Austins by Madeline L'Engle.

Mrs. Mike by Benedict and Nancy Friedman.

My Side of the Mountain by Jean George.

Pilot Down, Presumed Dead by Marjorie Phleger.

Planet of the Apes by Pierre Boulle.

Run Silent, Run Deep by E. Beach.

Treasure Island by Robert Louis Stevenson.

White Thunder by Mari Sandoz.

Comments

Magazine Unit - 8

The media unit on the magazine is designed as a project-oriented unit in which the student compiles a magazine of his own composed of illustrations, stories, articles, cartoons, ads, and poetry either selected or designed by the student to suit the type of magazine which he is interested in and to suit the audience which he chooses. The student is encouraged to explore the types of magazines he has not read up to this point and to recognize the three general types of magazine (mass, class, and special interest). He is encouraged to recognize propaganda devices apparent in slant in articles and in techniques in sufficient detail in narration or description and selecting details to fit his purpose; this will be of importance to the student as he prepares his magazine. A large amount of IMC work is appropriate for this unit as the student explores magazines and analyzes what things he may like to adapt to his own publication. In conjunction with particular assignments, conventions of letter-writing and capitalization and punctuation of titles may be reviewed.

Suggested Activities

1. As a unit project, the student composes a magazine of his own, including materials selected from other magazines and materials produced by the student himself.
2. The student writes letters to the editors of magazines commenting on a particular article or on the magazine in general; these letters should actually be sent to the magazine.
3. Students cut out ads from magazines to illustrate appeals in advertising or propaganda devices.
4. Students compare coverage of a current event in two different magazines, especially noticing the slant in each article.
5. Students browse through various magazines and then discuss: What do the editors think of me? Direct students to such clues as the table of contents, vocabulary, sentence structure, number of pictures, types of ads, and topics. From this students describe the audience of a magazine: age, sex,

race, economic level, social class, religious orientation, and political leanings.

6. Make a list of most commonly used Rey phrases in advertising (such as "in," "mini," "luv"), clip ads and organize them in terms of catch phrases.

7.

8.

9.

Resources for teachers

Understanding Magazines

Scholastic Journalism

Fill in the Blank - 8

At some time during the year the teacher and students should plan cooperatively a unit. (See appendix)

The purpose of this unit is to

Suggested Activities

Suggested Materials

Individualized Reading - 8 and 9

The student frequently does not have the time to read as much as he might, or he does not have the motivation to make time to read. Since education is a continuing process which must not cease as the student completes his formal schooling, it is important that he realize that reading can be an enjoyable means whereby he can educate himself. In addition, the student needs experience in informally discussing what he has read in very small, informal conversation groups. This unit is intended to provide the student with experiences which will help him to improve his reading and to appreciate what reading can do for him. Ideally, collections of paperback books should be available for students to read.

Suggested Activities

1. Students choose reading materials to suit their own interests.
2. Hold individual conferences with students to discuss what they have read.
3. Students meet in informal groups to converse about books they have read.
4. Provide opportunities for students to publicize books which they have particularly enjoyed.
5. Students make a class file of books they would recommend. The cards might include title, author, and a brief description of what the book is about.
6.
7.
8.

Selections arise from the students' interests.

Comments

Spelling and Vocabulary - 8 and 9

Development of spelling and vocabulary skills is a continuous process to be integrated into all units of study. Spelling skills development is based on understanding of the sound-letter relationship and the habit of using the dictionary for spelling as introduced in seventh grade. Vocabulary development arises out of the student's experiences in reading, listening, and observing. The student is encouraged to infer meanings of words from context clues in reading. Shades of meaning and precision of word choice are also emphasized.

Suggested Activities

1. Give spelling test in which students use the dictionary to check words before handing papers in.
2. Students keep a list of words which they misspell.
3. As a class activity, students infer meanings of words in context from common readings.
4. Encourage students to make up gimmicks to help one another remember spellings of words.
5. Use students' individual spelling lists to make up crossword puzzles.
6.
7.
8.

Suggested Materials

Our Language Today 8, Chapters 8 and 11.

Understanding Language 4, "Learning from Context".

Modern Grammar and Composition, Chapter 11.

Guide to Modern English 9, Chapter 23.

Comments

Notes to Ninth Grade Teachers

Students must learn that education is a process which does not end as one completes formal schooling. Consequently, the language arts program is directed toward motivating students to develop skills of observing, speaking, listening, demonstrating, reading, and writing, which are applicable throughout life. Critical thinking is a skill which threads through the ninth grade program. In addition, expository composition, spelling, and vocabulary skills are emphasized throughout the year. The units in this guide are briefly described in terms of general objectives and basic emphases. After the definition of the unit, are a list of suggested activities and a list of suggested materials. No unit is to be considered complete; no selections or activities are to be considered required. You are urged to write in additional selections and activities, for this is a working guide to be constantly revised. In fact, at nine-week intervals, meetings for discussion of revision will take place. If there are additional units you feel would be valuable, please write them in. You are urged to investigate materials, especially films, which would be useful in these units and to add one which you consider worthwhile. Finally, the ninth grade program as presented here is not to be considered sequential. You are urged to arrange the units in an order you feel would best suit the needs and interests of your students at given times during the school year; however, the unit on critical thinking is recommended for early in the year, since skills in this unit will be reinforced in succeeding units. Also, the theater managers are attempting to schedule Romeo and Juliet for spring; therefore, this unit may be appropriate for that time of year.

The critical thinking unit is directed toward helping the student become more observant and analytical in his observation in listening and reading. Specific goals include understanding the importance of having substantial support for opinions and generalizations, recognizing the cause-effect relationship, realizing the impact of words through discussion of euphemisms, connotative language and stereotypes, and observing fallacies in argument such as overgeneralization. The student should be provided with many opportunities for composition in which skills of organization and development with details, reasons, and examples and use of transitions are emphasized. Punctuation of introductory sentence elements, especially transitional devices, is important here also.

Suggested Activities

1. Call attention to examples of advertisements using statistics to sell a product. Discuss how statistics can be manipulated.
2. Design a bulletin board of ads taken from magazines or newspaper; in class discussion make up questions which the consumer might ask to test the implications of the ad or to lead to a discovery of what has been purposefully left out.
3. Given students an excerpt from a political speech and look for use of connotative language and euphemisms.
4. Assign small groups of students to write brief commercials, or other types of presentation, using euphemisms; these might be dramatized for and discussed by the class.
5. Discuss inductive and deductive reasoning in connection with "The Adventure of the Dying Detective."
6. Periodically, organize class periods as workshops in which students work at revising papers which they have written with the help of classmates and/or the teacher.

7. Students find examples of connotative words in books, magazines, or newspapers to be used for discussion of word selection as it suits the writer's purpose. Students might refer to a thesaurus for options that were available to the writer.

8. As students revise essays in class, conventions of punctuation and usage should be emphasized as the need arises.

9.

10.

11.

Suggested Materials

Guide to Modern English 9, Chapter 2.

Advertisements and Articles from current magazines.

"The Adventure of the Dying Detective" by Arthur Conan Doyle.

Unit Lessons in Composition, lessons 12, 20, 22, 23.

Reading/Writing Workshop 9, lessons 11, 12, 13, 16.

Understanding Language 2 & 3, (A.E.P. Publications)

Resources for the teacher

Guide to Straight Thinking by Stuart Chase.

Language in Thought and Action and The Use and Misuse of Language by S. I. Hayakawa.

Exploring Your Language (Holt), Chapters 14, 20.

In this exploratory unit, the student is given the opportunity to read extensively in the short story genre. One area of emphasis is how an author writes for a particular audience; therefore, students are given the opportunity to write (and perhaps to illustrate) a short story for a particular audience. In preparation for this writing experience, the student observes carefully various short stories, especially noting development of character, plot development, selection of details, creation of genuine dialogue, and the significance of point of view. Such composition skills as consistency of tense, establishment of point of view, and accuracy of word choice are important for the development of the student's original story. In addition, organization of expository writing is emphasized as students write brief responses to stories read during this unit. Punctuation skills to be emphasized include use of quotation marks in writing dialogue and use of end punctuation. Terminology for analysis of the short story is not a primary objective at this level.

Suggested Activities

1. Students write original short stories for a particular audience, ideally as a culmination of this unit, and take these stories to the audience for which it is intended.
2. In conjunction with "The Secret Life of Walter Mitty," students write daydreams of their own.
3. Students look through collections of short stories and short stories in magazines in the IMC. Encourage them to share good stories they find with others. Perhaps a short story file with title, source, and brief description of the story would be appropriate.
4.
5.
6.

Suggested Materials

"The Cast of Amoutillach" by Edgar Allen Poe.

"Charles" by Shirley Jackson.

"The Cop and the Anthem" by O'Henry.

"The Fifty-first Dragon" by Heywood Brown.

"The Landlady" by Roald Dahl.

"The Man Who Had No Eyes" by MacKinley Kantor.

"The Necklace" by Guy de Maupassant.

"The Piece of String" by Guy de Maupassant.

"The Secret Life of Walter Mitty" by James Thurber.

"The Split Cherry Tree" by Jesse Stuart.

"The Tell-Tale Heart" by Edgar Allen Poe.

Reading/Writing Workshop 9, lessons 6, 7, 8.

Guide to Modern English 9, "Quotation Marks".

Resources for the teacher

Exploring Your Language (Holt).

"Introduction to the Short Story (McCormick-Mathers).

Study of grammar is generally directed toward providing the student with a vocabulary for discussing what he writes. As the ninth grade student is beginning to use more complex forms in his writing, it will be helpful for him to learn a vocabulary to describe them. Study of sentences in this unit, then, should be based largely on sentences which the student composes. An understanding of sentences expanded by coordination and subordination as well as development of ability to use verbals effectively will be the basic goals. In addition, conventions of punctuation and usage as they relate to the construction of the sentence are a part of this unit. This will particularly involve punctuation of verbals, compound sentences, and introductory subordinate clauses as well as correct placement of verbal phrases and adjective clauses. Composition skills such as variety is sentence length and type and appropriate choice of subordinators are appropriate here.

Suggested Activities

1. Select ten or twelve words, preferably as unrelated as possible (ex.: impressed, astronaut, striking, rushed, streamlined, where, nuts, nowhere, smoothness, hot). Students try to compose a sentence using all the words in the order in which they were listed.
2. Ask students for a two-word sentence; as a group activity, expand this sentence by adding modifiers, and evntually adding subordinate clauses.
3.
4.
5.

Suggested Materials

Modern Grammar and Composition I, chapters 8 & 9.

Guide to Modern English 9, chapters 15, 16, 24.

Unit Lessons in Composition.

Exploring Your Language (Bolt).

Discovering Your Language (Bell), chapters 22, 23, 24.

The Odyssey - 9

The Odyssey is presented as an example of a national epic. The student should come to realize that such an epic exemplifies the values and the customs of a civilization. Qualities which a people admire are portrayed in the hero of a national epic. The student, after he has read the Odyssey, explores an epic of another civilization to identify values and qualities held and admired by the people of that civilization. In composition, organization of an explanatory essay may be considered.

Suggested Activities

1. Students dramatize episodes from the epic.
2. Students write a descriptive theme on Polyphemas or his cause to create a singular effect. The audience, for this theme might be younger children.
3. Students develop a mock trial of Odysseus for gauging out the eye of the Cyclops. This activity is intended to demonstrate the contrast between Greek values and our own.
4. Students read about another national hero and infer some of the values of that people from the qualities of the hero. Suggested heroes to investigate might be: Robin Hood, Aeneas, Roland, Cid, or King Arthur. Students might then write an explanatory essay on the hero and his culture.
5.
6.
7.

Suggested Materials

Odyssey translation by Christ.

Odyssey translation by Rouse.

Movies from Area XI:

"Odyssey: Central themes" #40250.

"Return of Odysseus" #40251.

"Structure of Epic" #40252.

Reading/Writing Workshop 9, lesson 19.

Resources for the teacher

The Once and Future King by T. H. White.

The Merry Adventures of Robin Hood by Howard Pyle.

Comments

This project-oriented unit provides the student with the opportunity to produce original television programs on videotape after careful observation of professional television programs. In conjunction with this project, the impact of television on our society is appropriate for discussion; particularly slant, advertising, and dialects may be discussed. A principal goal is to develop critical observation skills.

Suggested Activities

1. Guide students working in small groups to write scripts for current television programs to be produced on videotape; before writing scripts, students must watch the program they have chosen to work with to observe characteristics of plot, dialogue, and characters.
2. Students may give panel presentations on such topics as violence on television, television censorship, slant in television news coverage, educational television, television advertising and television programs for children.
3. Students keep track of their television diets for one week and then make a chart of it; discuss: what is a well-balanced television diet?
4. Students read television reviews and write original reviews after carefully observing a program.
5. Students write a letter to a sponsor telling why they like or dislike a particular program. These letters should actually then be mailed.
6. Students watch a program that relies on dialect and write a description of the dialect (geography, sociology, profession, etc.)
7. Students analyze television commercials and discuss the type of appeal each employs and the correlation between the scheduled program and its audience and the product advertised.
8.

9.

10.

References for the Teacher

1. Current issues of TV Guide.
2. Television and the Teaching of English by Postman.
3. Ideas for Teaching English (N.C.T.E.).

Poetry - 9

The poetry unit for ninth grade is exploratory in nature intended to give the student an opportunity to look at various types of poetry in an attempt to find poems which are meaningful to him. Ideally, this unit is highly individualized, as response to poetry is also highly individual. The emphasis for the unit is on developing appreciation and enjoyment of poetry as a form of communication and defining what poetry is. Terms and specific poetic techniques are taught incidentally, as the individual student meets the need for them only.

Suggested Activities

1. Compare tone in "Wednesday Morning 3 AM" and "Somewhere They Can't Fine Me," two songs sung by Simon and Garfunkel.
2. Divide the class into small groups for the purpose of discussing poems, allowing students to lead the discussions.
3. Students compose a notebook of poems (either original or professional work) dealing with a central theme.
4. Compare a poem with another communication form dealing with a particular topic.
5. Students select a favorite poem to read to the class or to a smaller group.
6. Students write epitaphs for themselves. These might be composed on or attached to items representative of their manner of life or death.
7. Students choose poems to illustrate or to provide background music for, and then they present these to the class.
8.
9.
10.

Suggested Materials

1. Folk-rock albums by such groups as Simon and Garfunkel and Peter, Paul and Mary.

2. Poetry selections should arise from the interest of the student. However, the following poems merit consideration:

"Mother to Son" by Langston Hughes in I've Got a Name.

"There Will Come Soft Rains" by Sara Teasdale in Voices.

"What Were They Like" by Denise Leverston in Voices.

"War Is Kind" by Stephen Crane.

"Freedom Is a Habit" by Carl Sandburg.

"To an Athlete Dying Young" by J.E. Hausman.

"spring is like a perhaps hand" by e. e. cummings.

"Out, Out" by Robert Frost.

"Fifteen" by William Stafford in Reflections on a Gift of Watermelon Pickle.

"Dust" by Sydney King Russell.

"anyone lived in a pretty low town" by e. e. cummings.

"Boxes and Bags" by Carl Sandburg.

Resources for the Teacher

Voices.

Some Haystacks Don't Even Have a Needle.

Reflections on a Gift of Watermelon Pickle.

Exploring Your Language, Chapter 11.

Comments

Romeo and Juliet/West Side Story

This unit is directed toward exposing students to Elizabethan England and Shakespearian drama. A major emphasis of the unit is to demonstrate the recurrence of themes in literature. Ideally, students experience the plays by viewing the movies. Little emphasis is to be placed on structure of drama. Instead, emphasis is on comparison of the ideas in the two plays and enjoyment of watching and discussing a play. Perhaps students might do oral reading from the plays in an attempt to develop skill in reading with expression. Some differences between Elizabethan English and modern American English may be discussed.

Suggested Activities

1. Small groups of students dramatize comparable scenes from the two plays for the class.
2. Demonstrate similarities between the two plays by comparing songs in West Side Story to scenes in Romeo and Juliet.
3. Students tape scenes, using appropriate sound effects, etc.
4.
5.

Suggested Materials

English 9 (Addison-Wesley,) chapter 21.

Romeo and Juliet/West Side Story (Dell).

Movie from Area XI.

"William Shakespeare"

Modern Grammar and Composition 1, pp. 391-405.

Comments

Prejudice - 9

The thematic unit on prejudice is appropriate for ninth grade since emphasis is placed on clear thinking, for prejudice is essentially a problem of faulty logic. Since prejudice is a problem of today's real world, this unit lends itself to emphasis on biography and autobiography. Specific aspects of biography and autobiography to be emphasized include the author's selection of details to fit his purpose, the inclusion of daily experiences to create character and to explain beliefs, and the choice of words and its relation to character. A unit on a controversial topic like this provides an opportunity for the student to develop his ability to lister to the opinions of others, to accept the fact that others have ideas which merit respect, and to disagree with an idea without discrediting the person with whom it originated. The concept of stereotypes is also appropriate for this unit. In composition, the student should develop skills of selecting details to suit his purpose, organizing those details so that they have impact, and using anecdote to explain an attitude.

Suggested Activities

1. Students clip from magazines and newspapers items that show science, democracy, religion, education, or law as weapons against prejudice.
2. Students choose an unpleasant experience and write two versions. In one version, they make it clear that they found the experience unpleasant of unfair. In the other, they take an accepting attitude suggesting that the experience was somehow useful.
3. Provide students with a self test to determine for themselves their own degree of prejudice.
4. Students present individual role-playing skits in which a stereotype character is dramatized for the class. Possible choices might be: a wealthy Texan, a hippy, a strict teacher, the smartest kid in school, a movie star, a cowboy, a typical teenager. After performances are given, class discussion should center on the injustices that occur due to the stereotype.

5.

6.

7.

Suggested Materials

Stories (fictional and biographical)

"As the Night the Day" by Abioseh Nicol.

"Run, Sheep, Run" by Rosemary Howland in Prejudice.

"I Heard a Knock on the Door" by Claude Brown, an excerpt from Manchild in the Promise.

Land in Encounters (Houghton-Mifflin Action Series).

"After You, My Dear Alphonse" by Shirley Jackson in Crosscurrents (Houghton-Mifflin Action Series).

Poems

"Ballad of the Landlord" by Langston Hughes.

"I, Too" by Langston Hughes.

"Hate" by James Stephens in Forces (Houghton-Mifflin).

"Common Dust" by Georgia Douglas Johnson in Crosscurrents (Houghton-Mifflin).

Plays

"The Strangers That Came to Town" in Adventures in Reading Book 2 (Laureate).

"Thunder on Sycamore Street" by Reginald Rose in Prejudice (Scope Literature).

"To Catch a Never Dream" in Scope Magazine, September 22, 1969.

Movies

"Harlem Crusader" from University of Iowa.

"Keep It Cool" from University of Iowa.

Books (fiction, nonfiction, biography)

Black Boy by Richard Wright.

Black Like Me by John H. Griffin.

Black Think by Jesse Owens.

Booker T. Washington by Shirley Graham.

Brothers Under the Skin by Carey McWilliams.

The Caves of Steel by Isaac Asimov.

The Confessions of Nat Turner by William Steel.

Death at an Early Age by Jonathan Kozol.

The Fire Next Time by James Baldwin.

From the Back of the Bus by Dick Gregory.

Great Day in the Morning by Florence Means.

Harriet Tubman by Earl Conrad.

Indian Hill by Clyde Bulla.

The Invisible Man by Ralph Ellison.

Marian Anderson by Janet Stevenson.

Miriam by Aimee Somerfelt.

Mister Fisherman by Jack Bennett.

Native Son by Richard Wright.

Nigger by Dick Gregory.

Uncle Tom's Cabin by Harriet Bucher Stowe.

We Shall Overcome by Michael Dorman.

Why We Can't Wait by Martin Luther King.

Willow Hill by Phyllis Whitney.

When the Fire Reaches Us by Barbara Wilson Tinker.

Resource for the Teacher

Glass House of Prejudice by Dorothy Baruch.

Comments

Notes to Tenth Grade Teachers

Tenth Grade Language Arts Workshop

As seen by this writer, the problem to be solved in writing this curriculum was to devise a way to teach the same fundamentals of oral and written composition that have been taught in the former schedule but make the learning of them more related, effective and exciting. Formerly in the speech section of sophomore English students learned the fundamentals of informative and persuasive speaking, group discussion and interpretive reading. In the English class, written compositions, usually responses to literature or the theme of a unit of study, stressed expository, descriptive, narrative and argumentative writing and techniques to achieve clarity, unity and coherence in writing. The most obvious way to revise the curriculum seemed to be to organize it around skills, constantly pointing out differences and similarities in spoken and written composition. But we know that students are not as interested in skills as in ideas, or why, after ten years of school, would skills still be a problem?

This summer, teachers who were planning curriculum met in a discussion with students who had just completed or were about to enter tenth grade. We learned several important things about tenth grade students and how we might more successfully teach them. First, students are anxious to read and to talk about what they read with each other. They are even more anxious to talk about what they read with teachers because they know teachers can help them understand and therefore enjoy their reading more. However, they would like this teacher-student sharing to be less structured and more "friendly" than it usually is. Tenth grade students are also interested in thinking and writing about important ideas. They want to hear others' ideas and react to them and work with groups of their peers to actually try to solve problems. To take advantage of our knowledge of these qualities of students, it is suggested that the 12 week speech and composition unit be loosely organized in the manner to be described and that particular skills be focused upon when the need for them arises.

The experiences suggested for students in these units have been planned with the idea that the tenth grade language arts course should be a culmination of all of the language arts skills and experiences students have accomplished in earlier grades as well as a preparation for specialized areas of language arts they will choose in subsequent school years. The attitude might be, "Now that you know how to use your language arts, find out what you can use them for." Obviously, most of the students have not mastered the language arts skills, but they have been working on them for many years, often with the admonition that, "You will have to know this to be successful in life." Thus far most of our students are not convinced. This is their time to find for themselves the truth of our admonitions.

Keeping this in mind, the units are frankly built around the students and their interests rather than around skills. They are built on student interests not only to make the assignments more interesting and meaningful to the students but also to help them to find, define and broaden their interests. In each unit students will be given the opportunity to make certain choices about assignments. A major goal should thus be accomplished in that students will learn to be self-directed and responsible. They will learn that with the opportunity of setting goals goes the responsibility of establishing rules and meeting deadlines.

This guide is written only as an example of how the tenth grade language arts workshop might be developed, how skills we hope students will learn and polish might be introduced through activities that are prompted by students' interests and concerns. The guide is by no means complete or finished; teachers are urged to make deletions and write in additions and comments which can be incorporated to make future revisions as effective as possible.

To enhance learning possibilities and effectively accomplish assignments, each classroom should be equipped with these materials:

Current magazines and newspapers

An overhead projector

Two tape recorders (preferably of the cassette type)

A record player

A screen for showing movies

Collections of short works to motivate reluctant readers

Unit I

Getting Started

This introductory unit is suggested as a warming up and getting acquainted process. The amount of time spent here and the activities the teacher chooses will depend on when in the school year the workshop is scheduled. Again, activities and assignments listed are only suggestions or examples to help the teacher get started; she should feel free to substitute and fill in activities which she feels are more suitable for her particular class or ones with which she is more comfortable.

The objectives of this unit are:

1. To help students learn to work effectively in a group.
2. To establish the learning attitude of the class; i.e. that students are there to use their language arts skills to accomplish tasks which they consider important, that teachers are there *to help and encourage* students in the tasks they decide upon together, that each student, with the help of the teacher, will discover his own weaknesses, then enroll himself in a "clinic" where he and other students with the same problems will work to strengthen their weaknesses.
3. To review and reinforce basic language arts skills.

Skills emphasized here are those involved in descriptive, narrative and expository writing and informative speaking.

Suggested Small Group Activities

(Since many activities during the workshop will involve group work, students should establish appropriate habits and attitudes for group work as soon as possible. They should be given the priviledge and responsibility of insuring that group work is effective. This will probably be accomplished best if students learn inductively and set their own standards and rules of conduct. Here the teacher need not act as disciplinarian since the groups will deal with their own discipline problems.

Perhaps this would be an effective way to prepare for the first small group activity. Discuss with students the forementioned attitudes about group work as well as the purposes of group discussion:

To solve problems

To air opinions and vent feelings

To find out what others think

To clarify and test one's own opinions

To become acquainted and accepted

Divide students into compatible groups of about six, and equip each group with a tape recorder.)

1. (Instructions for each group:)

   A. Record your discussion

   B. Appoint a scribe who will take

Suggested Class and Individual Activities

1. Consider these topics:

   This I Like

   This I Would Change

Choose one and decide whether your presentation of it will be in the form of a speech or a short theme, then indicate your intention by signing up on the appropriate teacher's list. Be sure to record and listen to your presentation during the polishing stage.

2. In informal class discussions, talk about places, people and incidents in your past. Then prepare a composition of some memory, again oral or written, which will begin "I remember". (See examples in resource file.)

3. Read in class a short essay, story or poem like "In the Inner City" (Scott Foresman's Something Else) exemplifying a particular point of view. Then write different versions of an observation of your own in the form of dialogues, a letter or poems from two or three different points of view.

4. Using introductory activities in Stop, Look and Write, work into several of the suggested observing and writing assignments.

5. Read "A Great Teacher's Method" in Exploring Life Through Literature, then bring to class a variety of objects to describe in vivid detail.

notes and represent your group by reporting the results of your discussion to the class

C. Evolve your own workable systems (whether a chairman is needed, how one gets permission to speak, how to insure participation of all, etc.)

D. Discuss the importance of the skills taught in a language arts class - observing, listening, speaking, demonstrating, reading, writing. (Possible guide questions: Which skill do you use most? Through which do you learn most? How can you make your observations more clear? More lasting? Which skill is most difficult for you? Why? Which skill most distinguishes the "educated man"? What is the intent of communication? What does communication have to do with good manners?)

2. In small groups, reconvene to listen to and evaluate first discussions and further develop group rules and techniques. Again, scribe reports to the class.

3. Review connotative aspects of language by discussing sheet in resource file.

4. In small groups, preview each student's first writing or speaking assignment and give suggestions for improvement.

5. Correlating to #11 in other column)

6. Define an abstract word for these audiences: a child, a foreigner who is just learning our language, another student of the same age.

7. Read Strunk and White's "Elements of Style" in Exploring Life Through Literature and find ways of using suggestions therein to improve writing.

8. Give a speech in which you demonstrate how something is done.

9. Compose a photo-mortage illustrating the theme of a book you have enjoyed. (See instructional sheet in resource file.)

9. Compose a musical montage interpreting a character from literature or history. (See instructional sheet in resource file.)

10. Write about a moment in a novel that you thought was particularly effective, important or exciting. (See example in resource file.)

11. Write mini-themes about novels by composing a discussion question about some problem of humanity that the book raises (See examples in resource file.)

12. Write brief reactions to books and file them in student reading file.

13. Prepare annotated lists of books in areas of specialized interest to share with the class.

14.

15.

Using student questions, discuss book in small groups made up of students who read books with a similar theme.

6. In small groups, exchange previews of favorite books.

7.

8.

9.

Individualized reading will generally replace assigned core works during the workshop. Therefore, students should be given some class time in which to read. The following book list is not intended to be restrictive; indeed it will soon be revised by the students' reading files.

General Tenth Grade Reading List

Title	Author
Winter Wheat	Mildred Walker
The Loner	Ester Wier
Willow Hill	Phyllis Whitney
The Mones, Mr. Griffith and Me	Lillian Gish
I Left it at the Movies	Pauline Kael
Ballads, Blues and the Big Beat	Donald Myrus
Story in the Sand	Donald Myrus
I Like Jazz	Donald Myrus
A Separate Peace	John Knowles
Demian	Hermann Hesse
A Single Pebble	John Hersey
Of Human Bondage	Somerset Menghan
The Catcher in the Rye	J. D. Salinger
The Reivers	William Faulkner
Light in August	William Faulkner
The Old Man and the Sea	Ernest Hemingway
The Eighth Day	Thornton Wilder
The Bridge of San Louis Rey	Thornton Wilder
Of Mice and Men	John Steinbeck
The Moon Is Down	John Steinbeck
Travels with Charley	John Steinbeck
Kristen Lauranslatter	Sigrid Undset

For Whom the Bell Tolls	Ernest Hemingway
Catch 22	Joseph Heller
My Antonia	Willa Cather
The Once and Future King	T. H. White
Don't Play Dead Before You Have To	Maia Wojciechowska
Marjorie Morningstar	Herman Wouck
Billy Budd	Herman Melville
The Portrait of a Lady	Henry James
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Snow Goose	Paul Gallileo
The River	Rumer Godden
An Episode of Sparrows	Rumer Godden
Greegage Summer	Rumer Godden
The Battle at the Villa Fiorito	Rumer Godden
The African Queen	C. S. Forester
The Collector	John Fowles
Mrs. Mike	Benedict Freedman
The Loan Feather	Lola Fuller
The Big Sky	Arlo Guthrie
The Way West	Arlo Guthrie
Bound for Glory	Woodie Guthrie
Up a Road Slowly	Irene Hunt
The Witch of Blackbird Pond	E. G. Speare
The Faraway Lurs	H. Behn
Ring the Judas Bell	J. Forman
April Morning	Howard Fast
The Black Fox of Lorne	Deangeli
Lark	Sally Watson

Frankenstein	Mary Shelley
Winter Thunder	Mari Sandoz
The Lord of the Rings	J. R. R. Tolkein
The Sterile Cuckoo	John Nichols

Unit II Search for Utopia; What Would You Change

The objective of this unit is to give the students many opportunities to talk, read and write about important ideas. Skills to be stressed are those involved in persuasive speaking, argumentative writing and discussing in formal group situations. Possibly the first few weeks of this unit should be spent stimulating the student's thinking by having them read magazines, newspapers and books (see attached list), and by bringing into the classroom provocative films and community speakers. Through formal and informal discussions of issues suggested by reading, films and speakers, students and teachers will create activities to explore and react to problems and help the students to form thoughtful opinoins about them.

Students will easily find problems of national and world-wide importance to consider; however, efforts should be made to help them also find local problems with which they are more personally concerned, ones which they might be able to actually do something about. A particularly effective way to get students started would be to assign some of the activities suggested by Postman in the first two chapters of Languages of Discovery.

Suggested activities for the students

1. Present informative speeches or write expository essays on an American, either contemporary or historical, who has caused change.
2. Watch films such as A Raisin in the Sun and The Ox-Bow Incident, then discuss and/or write themes on the problems of society suggested in the films, whether we still face similar problems, and how we might solve them.
3. Conduct surveys among students and the community to discover local problems and attitudes about them.
4. Invite members of the community who are concerned about certain problems to speak to the students.
5. When a local problem has been discovered, invite concerned citizens or teachers to act as members of a panel discussion group which will be performed before

the class. (Here the procedures of the panel discussion could be introduced; since this activity will be applied to a real situation, students will want to see that it is performed correctly.)

6. Present a panel or problem solving discussion.
7. Present persuasive speeches on topics of personal concern.
8. Respond to articles in newspapers or magazines in brief speeches or themes.
9. Find articles with which you strongly disagree and defend your opinion with at least three because statements.
10. Debate a controversial topic with another student.
11. Conduct a symposium discussion of some issue or system.
12. Evaluate the effectiveness of an article which attempts to convince the reader by considering these points: What was the main idea? What facts and reasons were used to support the point of view? Did it convince you?
13. Interview people in the community who are involved in an activity of interest and write up the interviews.
14. Present a reader's theatre presentation of literature which treats a pertinent theme.
15. Write a defense or refutation of an article like Ashley Montagu's "Social Instincts" (Language and Reality).
16. Prepare a theme or speech discussing favorable and unfavorable uses of propaganda that you have observed.
17. Read Langston Hughes' "That Word Black" (Languages and Reality), then do some follow-up activities to demonstrate how "colored" words are used in persuasive writing and speaking.
18.
19.
20.

Suggested Reading

Books

The Glass House of Prejudice, Dorothy Baruch

The Selling of the President, 1968, Joe McGinniss

The Light in the Forest, Conrad Richter

Fahrenheit 451, Ray Bradbury

The Conscience of a Conservative, Barry Goldwater

Nigger, Dick Gregory

The Fixer, Bernard Malamud

1984, George Orwell

Animal Farm, George Orwell

Brave New World, Aldous Huxley

Manchild in the Promised Land, Claude Brown

The Big Spender, L. Beebe

The Republic, Plato

On Agression, Conrad Lorenz

African Genesis, Robert Ardrey

Territorial Imperitive, Robert Ardrey

The Naked Ape, Desmond Morris

The Fountainhead, Ayn Rand

Atlas Shrugged, Ayn Rand

Utopia, Thomas More

Shane, Jack Schaefer

Unsafe at any Speed, Ralph Nader

The Status Seekers, Vance Packard

The Naked Society, Vance Packard

The Waste Makers, Vance Packard

Hidden Persuaders, Vance Packard

Advise and Consent, Allen Drury

Yes, I Can, Sammy Davis

All the King's Men, Robert Penn Warren

Tortilla Flat, John Steinbeck

All Quiet on the Western Front, Erich Maria Remarque

The Trial, Franz Kafka

To Kill a Mockingbird, Harper Lee

The Heart Is a Lonely Hunter, Carson McCullers

Hiroshima, John Hersey

Lord of the Flies, William Golding

A Burnt-Out Case, Graham Greene

The Prime of Miss Jean Brodie, Murial Spark

How Children Learn, John Holt

Why Children Fail, John Holt

The Underachieving School, John Holt

Summerhill, A. S. Neill

The Pleasure Seekers, Joel Fort

Violent Crime, Daniel P. Moynihan

The Conscience of the City, Martin Meyerson

Plays

J. B., Archibald Mac Leish

No Exit, Jean Paul Sartre

All My Sons, Arthur Miller

Incident at Vichay, Arthur Miller

Inherit the Wind, Jerome Lawrence and Robert E. Lee

A Raisin in the Sun, Lorraine Hansbury

Twelve Angry Men, Reginald Rose

The Monsters are Coming on Maple Street, Rod Serling

Thunder on Sycamore Street, Reginald Rose

The Lottery, adapted from Shirley Jackson's short story

Short works

Selections from the following books:

Forces

Challenges

Crosscurrents

Encounters

At Your Own Risk

Cities

Unknown Worlds

Search for America

Something Else

What's Happening

Study of Non-fiction

Films - Feature length

The Grapes of Wrath

No Reason To Stay

Nothing But a Mon

The Ox-Bow Incident

Loneliness of the Long Distance Runner

A Raisin in the Sun

All the King's Men

Viva Zapata

Splendor in the Grass

Nobody Waved Goodbye

The 400 Blows

Short films

The Hangman

The Wall

Boundary Line

A Parable

The Hat

How to Look at a City

The Man I Killed

Oh Dem Watermelons

Relevance of the Religious Man

Unit III Which Medium for Your Message?

A fact becoming increasingly apparent is that today's young people prefer to learn through visuals rather than through words. They are fascinated by mechanical and electronic contrivances, and as the world grows increasingly technological, their ability to communicate through these means becomes increasingly important. The objective of this unit is to encourage students to discover in as many ways as possible how to "read" and "talk" through various media. Since schools in our system are currently in the process of reorganizing teaching materials around an IMC concept, the emphasis of this unit seems particularly timely and appropriate.

Classroom procedure during this time will be as it was in the preceding unit, although probably even more individualized and small group learning will be taking place. Again, members of the community who are experts in various media might be consulted or invited to act as advisors, judges or even interested well-wishers. When appropriate, students should be encouraged to produce items useful for the schools, even perhaps ones which could be used in teaching in other classes.

Students should realize that if their projects are to be successful they must organize their work thoughtfully and cooperatively much as members of a business organization would.

Perhaps an appropriate finale for this unit and the workshop would be for all classes involved at the same time to present their products in a Media Festival to which parents might be invited.

Suggested Activities

1. Observe and analyze how business uses the medium of film to sell products and create good public relations by viewing a variety of films chosen from the A.F.D.U. Center's free film catalog.
2. Demonstrate how the uses of sound and color can help to create a proper mood for the reading of a particular piece of literature.

3. Follow the suggestions in Chapter 11, "Designing Your Dictionary", in Languages of Discovery, and compile a teen-age dictionary.
4. Write a radio script with sound effects.
5. Produce a readers theatre presentation based on an appropriate theme.
6. Ham radio hobbyists - use sound tape and visuals to recreate the sights and sounds of the "ham's world".
7. Determine a purpose for a short film, prepare a script and shoot the film.
8. Using photography, construct a pictorial essay or novel.
9. Prepare a series of photographs or slides and an accompanying sound tape to teach a particular subject to another level of students.
10. Prepare a presentation using various aids to stimulate classmates' interest in an author or historical person you admire.
11. Write a theme defending your interpretation of a novel or short story which suggests several interpretations, such as Kafka's "The Metamorphosis".
12.
13.
14.

Materials for the teacher

Books

Language and Reality by Postman

Language and Systems by Postman and Damon

Languages of Discovery by Postman and Damon

Exploring Life Through Literature (current text)

Learning Discussion Skills Through Games by Stanford

A Student-Centered Language Arts Curriculum, Grades K-13 by Moffett

Readers Theatre Handbook by Coger and White

The Craftsmen of Dionysus: An Approach to Acting by Rockwood

Other Materials

Free films catalog prepared by Association Films Distribution Center

Speech in Action - record album

"Making Sense Visually"

"How Does a Picture Mean"

"Rhetoric of the Movie"

"A Visual Fable"

} Kodak Educational Aids useful for students working on photography and film projects

Schedule of programs on Channel 11

Resource File

A file of assignment sheets, sample themes and student projects will be kept in the English office. Teachers are urged to use and contribute to it generously.

APPENDIX

TEACHING UNIT

STUDENTS AND TEACHER (IN OUR CLASSROOM)

STATE AS A PROBLEM

I. WHAT DO WE ALREADY KNOW?

LIST

CHECK FOR ACCURACY

MAKE A PERMANENT COPY

JOINT RESPONSIBILITY OF TEACHER + STUDENTS

II. WHAT WOULD WE LIKE TO KNOW?

LIST STUDENT'S SUGGESTIONS

ADD TEACHER'S SUGGESTIONS

JOINT RESPONSIBLITY

III. WHERE CAN WE FIND OUT?

TEACHER'S RESPONSIBILITY

RESOURCE UNIT

IV. WHO WILL FIND OUT WHAT?

LET STUDENT'S CHOOSE.

TEACHER SUGGESTS SOME ARRANGEMENTS SO THAT EACH WILL MAKE A CONTRIBUTION.

JOINT RESPONSIBILITY

V. HOW LONG WILL WE NEED FOR GATHERING THIS INFORMATION?

STUDENTS

VI. HOW SHALL WE SHARE OUR LEARNINGS?

JOINT RESPONSIBLITY

VII. HOW SHALL WE KNOW THAT WE HAVE ALL LEARNED AS MUCH AS POSSIBLE?

JOINT

CHIEFLY TEACHER'S RESPONSIBILITY

RESOURCE UNIT

(TEACHER)

I. WHAT DO YOU HOPE TO ACCOMPLISH?

II. HOW WILL YOU AROUSE INTEREST IN THE UNIT?

III. WHAT MATERIALS ARE AVAILABLE?

LIST, ALPHABETIZE, PAGE

FILM LIST - COST, SOURCE, TIME ELEMENT

FIELD TRIPS - TIME,

PEOPLE AVAILABLE, TIME.

IV. WHAT CORRELATED MATERIALS WILL BE USED?

LISTENING

READING

LANGUAGE

ART

MUSIC

DRAMATICS

V. WHAT PROCEDURES WILL BE USED?

COMMITTEE WORK

INDEPENDENT RESEARCH

MURALS, DRAMATICS

LECTURE

VI. HOW WILL THE KNOWLEDGE BY CHECKED?

OBSERVATION OF RESPONSE

OBSERVATION OF BEHAVIOR

SUMMARIZATION

TESTS